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ABSTRACT

A study was conducted which described the inner concerns and priorities of student teachers. Information was gathered by means of journal entries and interviews with four student teachers and their supervisors. Under consideration were questions about the appropriateness of teacher education programs in preparing students for the job of teaching, and how the concerns and priorities of preservice teachers best can be met by teacher education programs. This paper presents an in-depth profile of one of the preservice students in the study. Tracing her journal writings over the period of her field experience work, the pattern of her development is delineated within the framework of six domains: (1) her view of teaching as a practical experience; (2) her attitude toward her work as a student teacher; (3) her personal relationships with children, peers and superiors; (4) her observations on the teaching skills she is acquiring; (5) her commitment to teaching; and (6) her assessment of herself, others, and the system. Appendixes provide interview schedules for the student teacher, cooperating teacher, and college supervisor. (JD)

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Student to Teacher:
A Naturalistic Profile

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SP 031 520

Student to Teacher:

A Naturalistic Profile

Introduction

B. F. Skinner's Principle of Serendipity appears to be the basis of this study. To date, my colleague and I have been mixing apples and oranges; that is, we have been examining the induction of beginning teachers both qualitatively and quantitatively. For nearly four years, we have been investigating the preservice lives of four elementary teacher education students using a variety of instrumentation. We have used the following methods to determine the inductive characteristics of these four students and to uncover their concerns and priorities:

- studying personal data from student records and autobiographical statements;
- analyzing journal entries from journals kept during the junior year field experience, and the later student teaching experience;
- using post-student teaching interview data from students;
- using interview and questionnaire data from college supervisors who worked with the students;
- using questionnaire data from cooperating teachers who worked with the students.

The journal entries were used as the primary source for determining the concerns and priorities indicated by the teachers-in-training. We used journals of field work to determine "domains (general categories) and included terms (subcategories)" (Spradley, 1980) that appeared with some frequency in the writings of several field experience students. The domains and included terms were refined further while the investigators worked with the journals of the four

students. There were a total of 32 included terms (subcategories) deduced at the end point of this preliminary study, and these clustered naturally into six general categories or domains. Some examples may be helpful.

DOMAIN	INCLUDED TERM	JOURNAL ENTRY
Assessment	self assessment	I think I did a good job today.
View of Work	organization of class activity	I can see that pacing for reading groups is needed.
Practical Skills	an idea works	We got a chance to copy down neat bulletin board ideas.
Attitude	anxiety	I can't wait for Friday!
Personal Relations	interaction with child	Sarah gave me a nice hug on her way to lunch.
Investment	commitment to teaching	Teaching means so much to me now.

See Appendix I for the complete system used.

The six general categories were used to establish a global picture of each student's concerns and priorities. These were helpful in presenting the patterns and variations in the student comments, and they permitted comparisons among the four students studied. Graphing the percentages for the general categories helps to show the comparisons of the journal analysis for the four students. See Figure 1.

With the journal analysis done, the investigators then generated interview schedules and questionnaires to assess the students' later perceptions of the domains established and to determine if supervisory personnel were aware of the concerns/priorities that students expressed in their journals. These schedules were: (1) interview questions for use with students after student teaching, (2) questionnaires for cooperating teachers who worked with the students in their

field experiences or in student teaching, and (3) interview questions for college supervisors of the field experience and student teaching. The interview formats are shown in Appendices II, III, and IV.

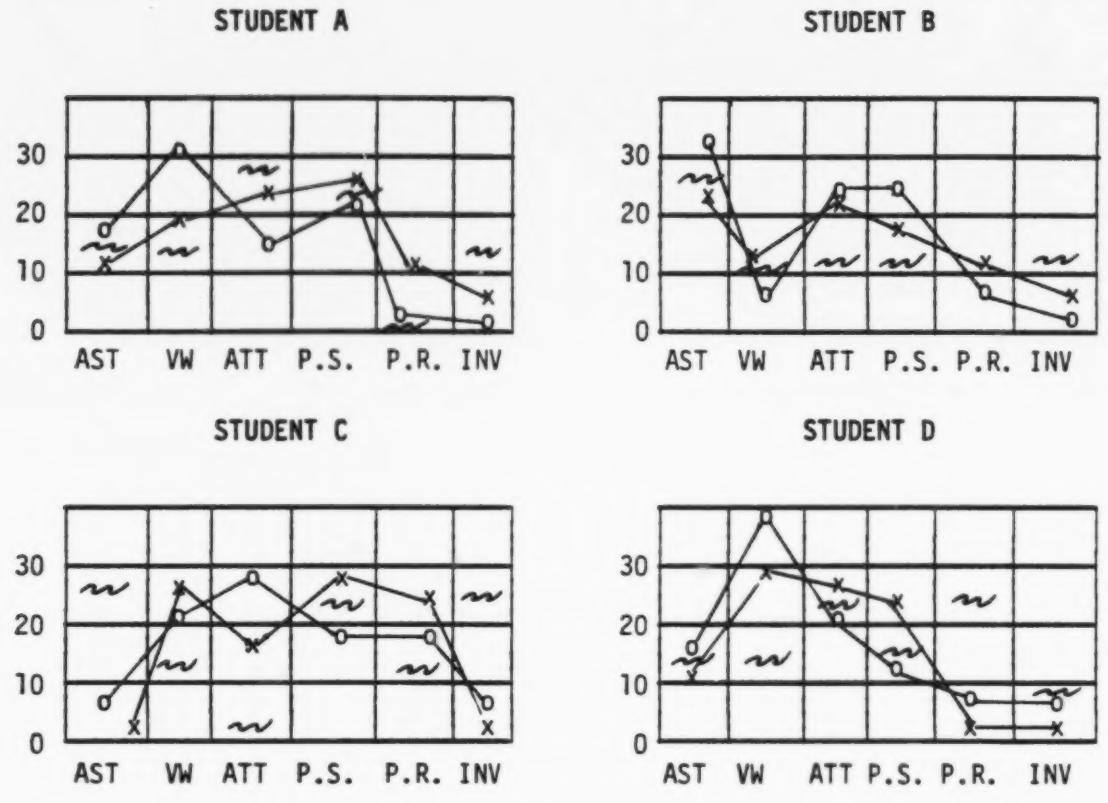
Each journal was read by both investigators and consensus was reached on the subcategories. The entries for each domain (general category) were then quantified and totals were converted to percentages to allow for comparisons among the four students.

An arbitrary scale was devised to present the range and the magnitude of the priorities that the students evidenced for each of the general categories (domains). This is as follows:

20% or more of total entries	= high priority (concern)
10% to 20% of total entries	= medium priority (concern)
1% to 10% of total entries	= low priority (concern)
no entries	= no evidence

Figure 1 shows graphs of the four students with the scale for the general categories noted. This permits a picture of the emphasis in the six domains and, also, changes from the first experience to the second.

Figure 1. Profiles of Students' Journal Entries



Key: o = Jr. Field Exp. x = St. Thg. ≈ = Post St. Thg. Intv.

An interview/questionnaire seeking information about the six domains was used by one of the researchers with each college supervisor. Typescripts were made of the audio-tapes and consensus was reached as to whether the supervisor answered or did not answer the questions. For statements where the supervisor did answer, the information given was judged as representing a high, medium, or low concern for the student in question.

Finally, in order to check supervisor perceptions against the results of the analysis of the students' journals, a comparison of the supervisor perceptions is aligned with the information from the students' themselves. This is pictured in Figure 2.

A questionnaire used with the cooperating teachers was structured with a six point Likert type scale. The cooperating teachers' answers regarding the particular domains were converted to a high, medium or low rating that could be equated with the concerns/priorities of the students they had supervised. An example of those results are placed on Figure 2 for Student C.

Figure 2: Student C. Comparing Student, College Supervisor, and Cooperating Teacher Perceptions in Selected Domains

	1st Exp Jrnl	Coll Supv	St Thg Jrnl	Coll Supv	Coop Tchr(1)	Coop Tchr(2)	Post St Thg
ASSESSMENT	◒	◒	○	◒	◒	●	●
VIEW OF WORK	●	○	●	◒	●	●	◒
ATTITUDE	●	◒	◒	◒	●	●	○
PRACT SKILLS	◒	●	●	●	●	●	●
PERSONAL REL	◒	◒	●	◒	●	●	◒
INVESTMENT	◒	●	○	◒	●	●	●

Key: ● = Hi concern ◒ = Some concern ○ = Lo concern ? = No evidence

Subjects

The subjects for this study were undergraduate Elementary Education majors at Towson State University. The group of four was selected from two sections taking the first major field experience course that involves one full day of participation in a public school classroom plus a follow up seminar. The individuals involved were willing participants in the project, and agreed to keep journals of their experiences and impressions while in their beginning teaching experience. The group also agreed to keep journals during their student teaching semester which followed.

The subjects are typical Elementary Education students at the University. All were white females with above average academic records. They were all full-time students, but only one was a campus resident. Table 1 below gives basic demographic data for the individuals that participated in the study.

Table 1

DEMOGRAPHIC DATA OF SUBJECTS

SUBJECT	AGE	SEX	MARITAL STATUS	SES	GPA
Student A	38	F	M	Mdl/Mdl	3.44
Student B	23	F	S	Mdl/Mdl	2.91
Student C	22	F	S	Upr/Lwr	3.00
Student D	35	F	M	Mdl/Mdl	3.80

Profile Basis

In the following paper, a profile of one subject, Student C, is developed in an attempt to create some sort of GESTALT, albeit complex and yet incomplete. My

colleague, in a companion paper to this one, is reexamining the instrumentation previously described in this introduction. With the results of these two papers, we hope to move beyond this data in pilot form to reviewing and perfecting student and program analysis; that is, what are the concerns/priorities of preservice teachers; how can these preservice teacher concerns/priorities be addressed in undergraduate teacher education programs, and are these preservice teacher concerns/priorities similar to the concerns/priorities of first year inservice teachers? Is what we are doing in undergraduate teacher education programs appropriate for first year beginning teachers? Since the socialization of a teacher is so complex, it may be worthwhile to closely examine one student in this induction process.

However, to begin, a brief description of the undergraduate teacher education program at Towson State University is needed. Towson State is a mid-size comprehensive university, with a full-time day, undergraduate enrollment of nearly 12,000 students, serving the greater Baltimore metropolitan area. Some 1,000 of these students are in teacher education, and as with most of the students at the University, they are first generation college students. Most elementary education majors are female, white and from surrounding suburban communities.

Students for this instructor are required to maintain journals as part of a contract grading system in their Curriculum I Semester course work. The Curriculum I Semester is the block of methods courses preceding the student teaching semester. Generally, students take these courses consecutively at the end of their junior year or during their senior year. The Curriculum I Semester has a one-day-a-week field experience component as well.

Much of our original data for this study stem from the journal assignment. In the journals the students are asked to document their day-to-day growth as teachers by observing their instructors on campus, their cooperating teachers off campus, and each other during their field experiences. They are asked to consider their own personal teaching styles in relation to others. "Prompts" for the journals are given throughout the semester. The instructor reads the journals as well as "peer response" groups (usually three or four students). Entries are not corrected or graded. Rather, reactions to entries are noted in a variety of positive ways: underlines, exclamation points, smiley faces, commentaries, etc.

Other information is garnered for each student. Along with the journals, students turn in autobiographies, lesson plans, units, and other course work. Professional folders are maintained by the department for each student in the program. Transcripts and other records are placed in the folders along with student teaching recommendations and evaluations. Thus, much significant information exists about every student in the program. The student selected for this profile is no exception.

The Profile

Student C was twenty-two years of age at the outset of this study. She is single, and her socioeconomic status would appear to be upper lower class. Her family came from West Virginia to work in the steel mills of southeast Baltimore County during World War II. Student C was a 3.00 student at Towson State University. A commuter student, she lived at home and was active in her local community. She attended Dundalk Community College, earned an Associate Arts degree and transferred to Towson State for her junior and senior years. She indicated in her autobiographical sketch that she did not feel as strong in math

and science as she did in other areas of the elementary education curriculum. Her transcript would support her contention. She earned her only "D" in Physical Science, a nonlife laboratory science, at Towson.

Student C's enthusiasm for elementary school teaching was contagious. Her autobiographical sketch and other pieces of writing indicate how much she wished to be a teacher in spite of discouragement from family, friends and guidance counselors. From the beginning of her Curriculum I experience, she was an individual who stood out among her fellow students. She showed initiative and a keen interest in teaching. While she was not involved in on campus activities at Towson State, she had taught dancing for seven years, been the superintendent of her Sunday School and had participated in a previous field experience as a volunteer aide in a second grade classroom while at the community college. Her previous experiences provided her with readiness. While she earned "A's" in both courses for Curriculum I (The Child and the Elementary School Curriculum and Teaching Reading in the Elementary School), she originally contracted for "B's" at the beginning of the semester. Able in the classroom as a teacher-in-training, she indicated in her autobiographical sketch and her midterm examination that she was hampered by a lack of confidence. Once she knew "the ropes," she surged ahead for higher grades. In her midterm examination, Student C acknowledged that she grew to like teaching in open space areas. She and her cooperating teacher got along very well; however, Student C was able to identify both the strengths and needs of her cooperating teacher. Student C was popular among the teachers in her field experience placement, and after the semester ended, she was called back many times to substitute teach. In my first observation notes, I wrote she was a natural. Student C appears to have immediate rapport with children and adults. She is direct, honest and has a fine

sense of humor that comes through in her journals and other written assignments. Her written evaluation of the Curriculum I Semester was very supportive of the program. She especially enjoyed her field experience.

In her professional folder, Student C's sample lesson plan (interestingly, one for mathematics!) was well constructed. The Elementary Education Department uses a rating scale for end of field experience assessment. Self evaluation on the Teaching Competence Scale was difficult for Student C; she tended to downplay the results of her efforts in her field experience. During her student teaching experience, however, her university supervisor and supervising teachers wrote strong recommendations for her performance. They perceived her to be a child-centered, outgoing, organized individual who could maintain control of a classroom. In summary, Student C's records appear to support the fact that she came away from her teacher education program being an excellent prospect for employment as an elementary classroom teacher. Using the domains cited earlier in this paper, a brief review of our findings about Student C will follow.

Assessment

Student C, unlike the other subjects in the pilot study, did not assess her self, others or her schools. Her autobiographical sketch suggests that she always had concerns about her ability as a student, but she was convinced she wanted to be a teacher. In making her field placement selection for Curriculum I, she wrote, "What the heck? It's worth a shot! I always liked challenges anyway. Sometimes, I think, that I think too highly of myself and my ability to handle challenges." During student teaching, she wrote, "I know I'm the one who has to take the initiative or I'll be observing until March 26th!!!" (end of first assignment). When asked in the follow-up interviews about her assessment of her teaching, Student C indicated that she "had no confidence, as I remember,"

during the Curriculum I Semester. Yet as she reflected on her teaching, she noted "...I feel I can handle almost anything. I really do." Student C generally felt confident in her role as a beginning classroom teacher.

View of Work

Student C verifies that standard perception everyone has about new work. At the outset of her field experience, her view of work was not an issue, but as she continued through student teaching, it became an area of increasing concern. In the beginning, her initial fears centered around being organized and not procrastinating. "I will have to get organized and not, absolutely not, procrastinate!" Later, she wrote, "Sometimes, I feel like I will never be totally prepared. I'm really beginning to realize how much more the elementary school teacher has to do besides teaching. Just once, I would like to be able to work on something at a relaxed pace, instead of rushing to get it done!"

Increasingly, as Student C completed her student teaching assignments, she found her work taking more time. "I had all this stuff to clean up after school and it started to snow. I was the last one out of school." Of interest, however, is the gradual change in her perception about her work as a teacher. Procrastination was no longer an issue, but rather as she completed classroom duties as a teacher, she reflected more on the kind of work she was doing. Organization, for example, appears to have become easier. Toward the end of her second student teaching placement, Student C wrote, "...I am learning so much about organization...she has such neat systems and I have adopted them and I feel better about my organization."

Practical Skills

Student C indicated that the "how to" of teaching was of great importance to her as a first year teacher of second graders in the inner city. In her follow-

up interview after graduation, she noted, "...I was constantly asking the second grade teacher...what can I do?" During her field experience and student teaching, Student C underwent a gradual shift in her thinking. At the outset of her work, she was just happy when something worked or seemed to go well. In her journal for Curriculum I, Student C described in detail a language lesson about adjectives with some fourth graders. She worked in a third/fourth combination class. The previous week apparently she did not have enough material for a language lesson with her third graders. She noted with satisfaction that her fourth graders "did really well with it (the lesson) and they were very involved in the lesson." Even with all this evidence, Student C did not appear to generalize beyond the lesson she taught well with a, "Now there, I should remember..." In student teaching, Student C was still concerned with what worked or didn't work in a given lesson, but at the same time she was also beginning to consider motivational ideas as an integral part of her lessons and her management of a group. During her first grade assignment, her second placement while student teaching, she and the media specialist worked together to share the life of Beatrix Potter with her class. The initial lesson in the media center led to student book reviews. At the end of three weeks, Student C concluded that her class "did a fantastic job!" She got good results and gave her students a mutually satisfying long-range goal.

Attitude

From the first day of Curriculum I, Student C maintained a positive attitude about her induction as a classroom teacher. "Well, it looks like I will be very, very busy this semester. But, I'm excited about it. Well, I'm so glad that I got such a great class and teacher. I'm looking forward to a pretty good semester with these kids. I am truly enjoying every minute. I think I'm going

to like this profession." During student teaching, Student C wrote on the second day of her first placement, "The kids seem very nice and I already enjoy them." A week later, she wrote, "All I do is observe, observe, observe. I'm bored out of my mind." Finally, her supervising teacher suggested that she complete the science unit he had introduced. She wrote, "Science is not exactly my favorite subject. But, I don't care, just as long as I can teach it--I'm happy, happy--more like ecstatic!" Later she wrote, "Well, today was my first full day and it felt terrific!" For the most part, Student C maintained very positive reactions about her preservice field experiences. She only appeared to give way to frustration when she felt she was being held back from actually teaching, as happened during her first placement of student teaching.

Personal Relations

In the area of personal relations, Student C did experience some difficulty. Her field experience during the Curriculum I Semester prior to student teaching was superior. She worked with a strong teacher who appeared to recognize her worth immediately. Indeed, the entire building loved her, and she was invited back to substitute teach many times after completing her assignment. She wrote early in that experience, "My supervising teacher is super! She's real enthusiastic about the kids and teaching in general. She's also willing to let me get my feet wet."

Student teaching, on the other hand, was a different matter for Student C. Her first supervising teacher appeared to be reluctant to let her teach. She wrote, "I do not think this is going to work between us. We are COMPLETELY different!!!" Another one of the third grade teachers criticized her for being too loud. Yet another third grade teacher in her second year appeared patronizing to her. Communication with her supervising teacher and the third

grade team appeared strained at the outset of her experience. At one point, Student C wrote, "Oh; also, _____ told me that I didn't have control of the class today. Me? I am not bragging, but I have never been told that." The second year teacher continued to irritate her, especially concerning a field trip planned by the team and a series of class plays done for the team. In addition, there was a problem child on the team; however, on the last day of the assignment, he drew a large, red heart on the blackboard and speaking for the group indicated how much the team would miss her once she left.

Student C liked her second supervising teacher very much, but she also concluded early on in her experience that first graders were not for her. She preferred older children. Student C also took exception to the complaining among teachers on the first grade team. She wrote, "One thing about the first grade teachers, they all come to our class to complain about any--or every--body, including one another. It kind of gets on your nerves." Ironically, she also wrote, "_____(from the third grade), we are the best of friends, now that I am gone." In reflecting on her personal relations, she noted in her interview that they were of low concern. Usually, she felt she got along well with everyone, but she was willing to battle if necessary to stand up for her rights.

Investment

While others working with her saw Student C as heavily invested in what she was doing, it was difficult for my colleague and me to discern investment on the part of any one of the four students in the original pilot study. Perhaps beginning teachers do not address directly such issues at the preservice level; commitment was evident, however. Student C noted during the Curriculum I Semester that one little girl in her class said to her, "'You know, you are always here earlier than the rest of them.'" At one point during student

teaching, Student C was ill, but she had her mother drive her to school so she could set up the day's activities for her supervising teacher. Even during the interview which followed her student teaching and graduation, Student C did not articulate her commitment or sense of investment in her new found profession. It was as if investment was understood and simply not an issue of debate. Student C did what she had to do because she wanted to do so and it was expected.

Conclusions and Implications

Several tentative conclusions can be made about Student C and her profile and the other students in the pilot study. This qualitative study has attempted to describe some of the priorities of teacher-in-training. A great deal of data has been amassed, some useful, some not. The investigators of this study still believe that an intensive examination of student journals can be enlightening. If this examination could be carried forward through the first year of teaching for the beginning teacher, that data might also prove useful to the profession. How to fully study the data gathered from journals continues to remain a question. The coding system devised for this study may have quantified the data too quickly as evidenced by the results of the pilot study. Some domains, investment, for example, did not yield significant information. The computer age may help us in the future, but many program forms and materials do not always appear to be consistent. Such consistency would help investigators as they gather information about students in given programs.

Preparing a profile about an individual student was illuminating. Student C's results may or may not be representative of most elementary teacher education students; however, her evolution as a professional was evident in her journal entries. From an initial interest in getting a handle on her work, Student C began to perceive what was involved in her work as a teacher. Throughout her

field experiences, she maintained a generally positive attitude about her situation, which might be considered an earmark of her later success as a classroom teacher. Her lack of confidence as a student and her incomplete picture of what is entailed in being a classroom teacher hampered her personal relations with fellow teachers, but even that changed as she acquired more poise and skill as a teacher. Being a neophyte is hard on one's psyche! College and university instructors spend great amounts of time discussing professionalism, which was not a priority or concern of the students in this pilot study.

Implied in this paper is the continuing need to think of and rethink the ways and means to better know those persons who travel through our teacher education programs. Journals, for example, provide a wealth of personalized information, but given the press of time, how can we best attack that information? Program records, for lack of consistency, do not always provide appropriate information. Interview data after the fact also does not always provide appropriate information. Teacher education programs will be more effective if and when we can customize or personalize them to more appropriately meet the needs of the students in those programs. Continuing qualitative research is necessary.

APPENDIX

Appendix I

CATEGORY SYSTEM FOR JOURNAL ENTRIES

VIEW OF WORK

- Indicate theory to practice
- Reflects on child development
- Notes problem sense
- Reflection on teaching/planning
- Interprets child behavior
- Notes organization of class
- Contrasts teaching situations
- Getting "handle" on the work

PRACTICAL SKILLS

- Idea gain
- Idea confusion
- Something works or doesn't work
- Fitting into system
- Observation/description of an idea or skill

ATTITUDE

- Positive reaction to situation
- Frustration or negative reaction to situation
- Anxiety, suspicion or doubt about situation
- Empathy with other
- Objective outlook

INVESTMENT

- Indicates missionary zeal and spirit
- States a commitment to teaching
- Indicates concern over drive/interest
- Notes negative drive

PERSONAL RELATIONS

- Friendly or negative interaction with child
- Friendly or negative interaction with teacher
- Interacts with parents or others
- Reflects on problems with others

ASSESSMENT

- Assesses self (positive or negative)
- Assesses others
- Assesses the system
- Notes assessment from others

Appendix II

STUDENT INTERVIEW SCHEDULE

1. ASSESSMENT

   a. How do you assess yourself as a teacher?
   b. How do you think others assess you?
   c. Is this area of assessment a major concern of yours?

2. VIEW OF WORK

   a. Does your preparation for teaching connect with the work you are doing in your classroom now?
   b. How often does theoretical principle affect your work in school? In what way does theory affect your practices in teaching?

3. PRACTICAL SKILLS

   a. Are tricks of the trade still of interest to you? Are these a highly important dimension of teaching.
   b. Would you say the tricks, nifty ideas, and gimmicks that keep children busy and the classroom stable, are extremely important to you at this time in your development as a teacher?

4. ATTITUDE

   a. What are some of your personal reactions to teaching?
   b. Does your attitude toward school and teaching occupy your thoughts much?

5. PERSONAL RELATIONS

   a. Thinking about personal relations in the school house, what is your situation?
   b. Are personal interactions a major concern of yours?

6. INVESTMENT

   a. Do you want to remain in teaching?
   b. Teaching is hard work. Do you find yourself committed to this as a career?

Appendix III

QUESTIONNAIRE FOR COOPERATING TEACHERS

Student_____ Semester_____ Cooperating Thr._____

1. **ASSESSMENT OF SELF** (This seems to be a strong concern for many students but not all. They frequently ask about how they are doing and give evidence of anxiety when someone is going to observe.)

   a. If _____ showed that assessment (evaluation, rating etc.) was a major concern, to what extent was it?
   High 6 5 4 3 2 1 Low Unk

   b. If he/she did comment often or indicate self assessment was on his/her mind, to what extent was it?
   High 6 5 4 3 2 1 Low Unk

   c. Did she comment or show that assessment by others (cooperating teacher, principal, college supervisor) was on his/her mind?
   High 6 5 4 3 2 1 Low Unk

   d. To what degree did _____ comment on the assessment of his/her colleagues, on schools in general, or on college?
   High 6 5 4 3 2 1 Low Unk

2. **VIEW OF WORK** (Learning to teach is a combination of (1) applying theories to classroom objectives and tasks, and (2) getting hold of practical recipes and techniques that will keep things on an even keel. Some students seem to have more flair for one or others seem occupied with the other.)

   a. How much of a grasp of educational theory (principles of motivation, child development stages, reinforcement and the like) did _____ appear to possess?
   High 6 5 4 3 2 1 Low Unk

   b. Was the idea of theory to practice a major priority or concern?
   High 6 5 4 3 2 1 Low Unk

   c. How receptive was _____ to gathering, trying out, or listening to the practical ideas and tricks of the classroom?
   High 6 5 4 3 2 1 Low Unk

   d. Would the business of gathering a "bag of tricks" and nifty ideas for classroom use be a high priority for _____?
   High 6 5 4 3 2 1 Low Unk

   e. Which of the following would describe _____'s priorities best?
   (1) keeping children busy, quiet and on task. _____
   (2) thinking about the long term development and higher order skills. _____

3. **ATTITUDE** (Disposition toward school work, teaching and children is a fairly easy thing to discern. Most students do not hide this long from colleagues and supervisors.)

   a. Was attitude registered by _____ often? Yes No

   b. How positive was the attitude displayed?
   High 6 5 4 3 2 1 Low Unk

   c. How much did _____ indicate or show that attitude was a concern?
   High 6 5 4 3 2 1 Low Unk

4. **PERSONAL RELATIONS** (Another thing that is fairly easy to discern is the personal relations and interaction style of persons.)

   a. How highly developed (skillful) were _____'s personal relations practices?
   High 6 5 4 3 2 1 Low Unk

   b. If personal relations was a concern to him/her, how often did it appear in conversation, comment or conference?
   High 6 5 4 3 2 1 Low Unk

5. **COMMITMENT TO TEACHING** (We find some students growing in their commitment to teaching and others changing their minds about it.)

   a. To what extent did the idea of commitment to teaching come up with ____?
   High 6 5 4 3 2 1 Low Unk

   b. How much commitment do you detect on _____'s part?
   High 6 5 4 3 2 1 Low Unk

Kindly make notes on any of the above. Please use reverse side. Thank you very much for your time.

Appendix IV

COLLEGE SUPERVISOR INTERVIEW SCHEDULE

1. ASSESSMENT

   a. How do you think _____ assessed herself as a teacher?
   b. How do you think she thought others assessed her?
   c. Was this a major concern of hers? Minor concern? Minimal?

2. VIEW OF WORK

   a. Do you think _____ thought her preparation for teaching connected with the work she was doing in the classroom?
   b. Is there evidence she was relating theory and practice?
   c. Did she reflect on child development, value of motivation, etc.? How much of a major concern was it?

3. PRACTICAL SKILLS

   a. Everyone needs a bag of tricks and handy devices to help out in the classroom, but teaching is more than that. Do you think that gimmicks and tricks of the trade dominate _____'s style and focus? Does she think that keeping children busy is better than long term development?

4. ATTITUDE

   a. What do you think _____'s general attitude was toward teaching?
   b. Do you know any of her personal reactions toward school and teaching?
   c. Was attitude registered frequently or not?

5. PERSONAL RELATIONS

   a. Thinking about personal relations in the school house, what do you think _____ though her situation was?
   b. Was this a major concern to her during the experience?

6. INVESTMENT

   a. What is _____'s commitment to teaching? Is she in it to stay? What makes you think that?
   b. Do you detect any mission spirit towards work with schools and children?

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